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ABSTRACT

The overall social studies curriculum for the three- and four-year-olds consists of an aggregate of activities focusing upon several key processes that are useful in understanding the components of human social behavior: socialization, interdependence, social control, and continuity and change. This unit contains activities that focus on the process of socialization and are designed to provide experiences to enable the child: 1) to work in a group situation; and, 2) to become aware of some of the components of the socialization process as they exist in his life space. Several activities use visual stimuli ordered around non-western cultures because the child's life space contains one or more of such media as television, advertisements, magazines. These activities complement four other units in this series: SO 001 639 through SO 001 642. (Author/AWW)

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May, 1970

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1

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A UNIT ON SOCIALIZATION FOR THREE-AND FOUR-YEAR-OLDS

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TABLE OF CONTENTS

INTRODUCTION.....3

SECTION A: SOCIALIZATION ACTIVITIES ABOUT ONESELF.....4

SECTION B: SOCIALIZATION IN VARIED SETTINGS.....9

SECTION C: A STUDY OF JAPAN.....14

BIBLIOGRAPHY.....20

INTRODUCTION

The social studies curriculum for the three-and four-year-old consists of an aggregate of activities focusing upon several key processes that are useful in understanding the components of human social behavior. They are socialization, interdependence, social control, and continuity and change. The following section contains activities that bear upon the process of socialization. The activities are designed to provide experiences for the child in order to enable him: 1) to work in a group situation, and 2) to become aware of some of the components of the socialization process as they exist in his life space.

Several activities use visual stimuli ordered around non-western cultures. This intercultural dimension is felt to be appropriate when one considers the child's life space to contain one or more of such media as television, advertisements, magazines, etc. It is to be noted that lessons 1 - 10 are not to be taught in sequence. The teacher should select those lessons or combinations of lessons most appropriate for the needs of his entering class. Lessons 11 - 21 should be developed in sequence.

These activities complement activities from three other units in this series: Change, Social Control and Interdependence. The teacher should remain alert to the numerous interfaces of the four concepts as he develops the learning activities with the children.

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SECTION A: SOCIALIZATION ACTIVITIES ABOUT ONESELF

Lesson 1:

Objective: Hearing a list of names, the child will identify his personal name and surname by standing when they are called.

Materials: None

Procedure: When calling roll, instruct the children to stand when their names are called. If there are children who cannot respond correctly, give them individual attention in the course of normal classroom contact.

Lesson 2:

Objective: Observing a puppet show, the child will identify his surname and verbally describe its purpose as providing personal identification.

Materials: Two hand puppets (Depending upon available materials substitute puppets may be made from potatoes, socks, paper sacks, tongue depressors, or paper cups.)

Procedure: In groups of six or less, present the following dialogue to the children. Prior to the lesson, become sufficiently familiar with the script to avoid referring to the unit during presentation.

Characters of the puppet show are: Teacher and puppets, Johnny #1 and Johnny #2.

Teacher: "Today I would like you to meet one of my little friends. Boys and girls this is Johnny." (puppet)

Johnny #1: "How do you do, boys and girls?"

Teacher: "What do you say, class?"

(Puppet whispers in teacher's ear.)

Teacher: "Johnny says he would like to sing us a song."

Puppet sings: (Tune: Frère Jacques)

"I am Johnny. I am Johnny.
How do you do? How do you do?
Very nice to meet you, very nice to meet you.
Yes it is, yes it is."

(Puppet whispers in teacher's ear again.)

Teacher: "Class, Johnny has a friend he would like us to meet."

(Another puppet is shown. The puppet, Johnny, introduces his friend.)

Johnny #1: "Boys and girls, I would like you to meet my friend, Johnny."

Johnny #2: "How do you do, boys and girls?"

Teacher: "What do you say, boys and girls?"

(Second puppet whispers in teacher's ear.)

Teacher: "Class, Johnny would like to sing you a song."

(Johnny #2 sings same song as Johnny #1 sang to the tune of Frère Jacques.)

"I am Johnny. I am Johnny.
How do you do? How do you do?
Very nice to meet you, very nice to meet you.
Yes it is. Yes it is."

Teacher: "That was a good song, Johnny. We are glad to meet you."

Johnny #2: "Thank you. I wish I could stay with you longer today, but I need to visit Humpty Dumpty in the hospital because he had a great fall. Johnny, don't you want to come along too? Poor Humpty needs cheering up."

Johnny #1: "O.K., maybe I can think up a joke to tell Humpty."

Teacher: "Well, we hope your friend feels better. Good-bye."

(Puppets wave. Teacher asks class to say good-bye to the puppets. Puppets leave.)

Teacher: "Did you enjoy the boys' visit? Oh! I forgot to tell Johnny something."

She calls - "Johnny! Johnny!" (Johnny puppet #2 appears.)

Johnny #2: "Yes, (Miss Smith?)"

Teacher: "You're the wrong Johnny. Class, help me call the other Johnny."

"Johnny! Johnny!"

(Johnny puppet #1 appears.)

Johnny #1: "Were you calling me?"

Teacher: "Yes, Johnny, didn't you hear me?"

Johnny #1: "Yes, but I thought you were calling the other Johnny."

Teacher: "This is too confusing. I'm all mixed up."

Johnny #1: "I don't know why either. I always know which Johnny I am calling, too. We never make mistakes."

Teacher: "But that's because you're Johnny and when you call "Johnny" you don't call yourself, but the other, Johnny." (Teacher points to Johnny #2 when saying this.) "Oh, I'm too mixed up! This <u>is</u> a problem!"

Johnny #1: "I know how we can solve the problem. Why don't you call me by my full name--Johnny, and my family name--Smith. My full name is Johnny Smith."

Johnny #2: "That's a good idea! My family name or surname is Jones. So just call me Johnny Jones."

Teacher: "That's a good idea. Well, Johnny Smith and Johnny Jones, I've forgotten what I wanted to tell you."

Johnny #1: "Well, anyway now you know our full names."

Johnny #2: "We'll be going then. Bye, boys and girls."

Johnny #1: "Bye, boys and girls." (Puppets leave.)

Teacher: "Say good-bye to the boys, class."

(Class says good-bye.)

Teacher turns to class and says: "I should have thought of calling him by his full name. If I had called Johnny Smith instead of just Johnny, I would have made sure the right Johnny came. Wasn't that silly of me?" 'Does anybody here know his full name?" (Hopefully some children will tell their full name.) The teacher will help those who do not know their full names. "Is a surname the same as your last name?"

Lesson 3:

Objective: After listening to the record "Getting to Know You" from The King and I, the child will state a personal characteristic such as a favorite food, game, or color.

Materials: Record, "Getting to Know You," from The King and I (Any label is satisfactory.)

Procedure: After playing the record, explain to the children that you would like to have each child tell something about himself such as a favorite game, song, color, or television program. If responses become repetitious ask for a specific characteristic from each child.

Lesson 4:

Objective: Given a homework assignment, the child will state his name and the street on which he lives.

Materials: Crayons, manilla paper, large map of Jonesboro

Procedure: Distribute the crayons and paper, instructing the children to draw a picture of the house or apartment where they live. When the pictures are completed, allow the child to dictate the writing of his name and address (if he knows it) on the paper. Explain to the children that they have a homework assignment. They are to take the picture home and have their parents help them learn the street on which they live (able students should be encouraged to memorize the house number).

The following day, remind the children that they had a homework assignment. Ask each child his name and street. On the map of Jonesboro mark the location of the house, asking the child to point to the house and to the location of the school.

Lesson 5:

Objective: Through various games, the child will state his given name and street name.

Materials: None

Procedure: In groups of six or less, seat the children in a circle. Ask each child his personal name and the street on which he lives. Help those who are unsure of themselves. Explain that they are going to play a game called "Get Lost" and that the teacher will take them "home" if they can tell their own name and the name of their street. Proceed to ask each child his name and street. Reward correct responses by taking the child "home" to a table at which he receives a reward such as a cookie or sucker. If a child cannot respond after two times, ask: Who is _____ _____? and Who lives on _____ Street?

A second game may be played in connection with Physical Education class. In groups of six or less, have the children form a circle. Roll a ball to a child asking his given name and street name. As soon as the game is understood, replace yourself with a child who responded correctly. Allow each child to take a turn in the center and roll the ball.

Lesson 6:

Objective: Through discussion, the child will observe and state that an address enables letters to arrive at the correct destination.

Materials: Stamped envelope for each child

Procedure: In groups of six or less, discuss the purpose of an address using the following questions:

1. What is the use of an envelope?
2. Who has received a letter through the mail?
3. Who brought the letter to your house?
4. How did the mailman know exactly which house you lived in?

After the discussion ask each child to tell you his address. Write the name and address on the envelope. Mail the envelope with a surprise such as a picture of a postman or a clown with the words "Can you say your name and address?"

SECTION B: SOCIALIZATION IN VARIED SETTINGS

Lesson 7:

Objective: Using Words in Action, No. 8; Living in Kenya, No. 3; and Living in Brazil, No. 3, the child will observe and identify the settings as rural or urban, stating that an address is necessary to locate and communicate with others.

Materials: Primary globe, colored chalk (3 colors), string, Living in Kenya, No. 3 and Living in Brazil, No. 3 (Silver Burdett, 1966) and Words in Action, No. 8 (Holt, Rinehart & Winston, 1968)

Procedure: In groups of six or less, focus attention on the lesson pictures. Remind the children briefly that they have learned the need for an address. Explain that they are going to look at three pictures and decide if the children in the pictures need to have an address like theirs. Use one picture at a time, employing the following questions:

1. Is this picture of the city or the country?
2. Is this like Jonesboro? How is it alike or different?
3. Do you think this picture is from near Jonesboro? Why?
4. Do you think that the child(ren) in this picture need(s) an address like yours? Why?
5. Of the three pictures, which person(s) probably doesn't live in the same place for a long time?
6. Who teaches the child(ren) about their addresses?

Upon completion of the activity direct the children's attention to the globe. Mark Kenya, Brazil and the Eastern United States with different colored chalk. Tell the children that the boy in Kenya lives where there is a (red, etc.) mark and they must find it. After finding the three locations, use colored yarn to measure the distances from Jonesboro. Compare the three lengths of yarn asking which is farthest from Jonesboro.

Lesson 8:

Objective: Dictating a story to the teacher, the child will observe and state four facts about himself (i.e., name, address, phone number, parent's names, sex, town, age, and birthdate).

Materials: Magic marker, lined paper, construction paper, stapler, and crayons

Procedure: Have the children come individually to the teacher and the aides to dictate a story about themselves. On the cover of the booklet write "A Story About (Susan)." Use the following questions to help focus the child's thoughts:

1. Are you a boy or a girl?
2. Where do you live?
3. What is your father's name?
4. What is your mother's name?
5. How old are you?
6. Who gave you your name?
7. Who taught you your name?
8. What are some other things people teach you?

After the story is written, staple the pages together with a cover. Allow the child to illustrate the cover with a picture of himself.

Lesson 9:

Objective: Through the game, "Who is it?," the child will observe and state the names of other class members.

Materials: None

Procedure: This game should be played immediately after marking up the attendance when all the children are conveniently in a group. Explain that the game is "I'm thinking of someone. Who is it?" and that they are to guess which one of the group the teacher is thinking about. Provide clues such as the following:

1. I'm thinking of a boy.
2. This boy is wearing a blue shirt.
3. This boy has brown hair.

Do not allow guesses until two clues have been given. If answers should go counter to the clues (i.e., a girl is names), ask why the answer is not correct. Repeat the activity on following days using a maximum of two children each day. When children demonstrate a grasp of the game, allow a child to conduct the activity.

Lesson 10:

Objective: Through the game "Who is Gone?" the child will observe and state the names of class members who are not present.

Materials: None

Procedure: Two versions of "Who is Gone?" should be used. The size of groups should vary with teacher perception of maturity. If attention span proves short, use a group of six. If the children are sufficiently mature, use the entire class in one group.

A. Assemble the children in a circle each sitting with feet crossed. Appoint one child to be "It." "It" closes his eyes. One child leaves the circle. Allow "It" to open his eyes and tell which child is no longer present.

B. A second variation has each child close his eyes. The teacher taps the shoulder of a child who then leaves the circle. The group then decides who is not present.

C. Before taking attendance, ask the children to tell who is absent.

Lesson 11:

Objective: Through observation of Words and Action, No. 11, the child will observe and state that the picture shows a play situation in a large city school, that not everyone (a boy) is having fun, and that friendship is learned.

Materials: Words and Action, No. 11 (Holt, Rinehart & Winston, 1968)

Procedure: In groups of six or less, lead a discussion of picture No. 11. The following questions may be asked:

1. What is happening in this picture?
2. Where is it happening? Is this a picture of Jonesboro? How do you know?
3. Is anyone in the picture not having fun? Who? How do you know? Why isn't he having fun?
4. What could he do to have fun?
5. How did he learn to want friends?

Optional: Upon completion of the discussion, the situation may be re-enacted through dramatic play. Page 55 of the teacher's guide suggests the format.

Lesson 12:

Objective: Through examination of Words and Action, No. 3 and Living in Brazil, No. 3, the child shall observe and state that children in both pictures are playing, that they are in different settings (school and beach), and that the children in one picture (Brazil) are friends who share.

Materials: Living in Brazil, No. 3 (Silver Burdett, 1966) and Words and Action, No. 3 (Holt, Rinehart & Winston, 1968), primary globe, colored chalk

Procedure: In groups of six or less, draw the attention to the two pictures. First present one, then the other, and then place side by side for comparison. The following questions may be used:

1. What is happening in this picture?
2. Where is it happening?
3. Are the boys friends?
4. Are they having fun? If not, how could they have fun?
5. What is more important, where the boys are or how they play? Why?

Upon completion of the activity, use the primary globe. The Eastern United States and Coastal Brazil should be identified beforehand with colored chalk. Children may then find the color which represents where the boys in Brazil and the United States live.

Lesson 13:

Objective: By examining pictures and listening to the story Who Will Be My Friend?, the child will observe and state that friends share and have fun together.

Materials: Syd Hoff, Who Will Be My Friend?, New York, 1960

Procedure: Explain to the children that they are going to hear a story about a boy named Freddie who didn't have anyone to play with. Read the story and then use the following questions:

1. Why didn't the boys play with Freddie?
2. Did they know if Freddie was a nice boy?
3. Were they friendly to Freddie?
4. What could the boys have done that would have been nice?
5. What did the boys do that showed they were friends?
6. How did the boys learn to be good friends?

Lesson 14:

Objective: By examining the pictures and listening to Andy and the Lion, the child will state that friends help each other.

Materials: James H. Daugherty, Andy and the Lion, New York, 1964

Procedure: Explain to the children that they will hear a story about a boy named Andy who had an unusual friend. After the story is finished, ask the following questions:

1. Why didn't the lion hurt Andy when he jumped from his cage?
2. What did Andy do to keep the lion from getting hurt?
3. How did Andy know how to be a good friend?

SECTION C: A STUDY OF JAPAN

Lesson 15:

Objective: Given the picture Living in Japan, No. 12, the child will observe and state that Japanese children learn how to act from their parents.

Materials: Living in Japan, No. 12 (Silver Burdett, 1966), globe and wall map, pictures of Los Angeles, Hawaii, and the Pacific Ocean, yarn

Procedure: Before this lesson, prepare the room with a large map or a bulletin board enlargement of Japan. On the opposite side of the room, display pictures of Arnold School, Jonesboro and snapshots of the students. Connect the Jonesboro display with the Japan display using colored yarn. (Keep the yarn above head level.) Attach four pictures to the yarn; Los Angeles, the Pacific Ocean, Hawaii and more ocean.

In groups of six or less, tell the children that they are going to take a trip and that it will be a long journey to a place called Japan. Ask: How could we go a long way very, very fast? If no child replies, by air, explain that they will fly to Japan to meet new people. Have the group pretend to be seated on an airplane, simulating the take off from Jonesboro. Simulate the flight long enough to point out and allow children to identify that they are flying over a big city (Los Angeles), the ocean, Hawaii, additional ocean, and finally Japan.

Having "arrived" in Japan, explain that they will learn something about the Japanese people. Introduce Living in Japan, No. 12 with the following questions:

1. What do you see in this picture?
2. Can you see a house?
3. Are there people in the picture?
4. How are these people like you?
5. Is there a mother and a father?
6. Are there children like you?
7. Who in this picture helps the boy and girl to learn how to do things?
8. Do your mother and father teach you things you should do and not do? What things?

Upon conclusion of the discussion, explain that the following lessons will deal with Japan, and children will learn more about how boys and girls learn to be Japanese.

As a continuing supplementary activity, place books and magazines which contain pictures of Japan where children may study them in free time. Leave Living in Japan, No. 12 in a location where it may be readily observed.

Lesson 16:

Objective: Given the picture on page 23, The Japan of Today, the child will observe and state that the boy learns how to do things (i.e., a game) from his parents.

Materials: The Japan of Today, page 23 (Japanese Consulate, New Orleans, 1969), crayons, manilla paper, primary globe, colored chalk

Procedure: In groups of six or less, focus attention on the picture from The Japan of Today. Remind the children that they flew to Japan and that they are going to learn more about the Japanese. Use the following questions:

1. What is happening in this picture?
2. Is there a mother?
3. Is there a father?
4. Have you ever arm wrestled?
5. Who is teaching the boy to arm wrestle?
6. What other things do you think the boy's mother and father teach him?
7. What things do your parents teach you?

As a supplementary activity, teach the children how to arm wrestle as demonstrated in the lesson picture. Write a note to the children's parents explaining that the children learned to arm wrestle like children in Japan. As a homework assignment each child should arm wrestle with his parents.

Following the discussion, ask the children to find Japan on the primary globe. Mark Japan with colored chalk. Provide crayons and drawing paper, allowing the children to draw the shape of Japan.

Lesson 17:

Objective: Given the picture of kindergarten children on page 9 of Japan at a Glance, the child will observe and state that the children learn to stand in a line.

Materials: Japan at a Glance, page 9 (Japanese Consulate, New Orleans, 1969), primary globe, modeling clay, colored chalk, crayons for each child

Procedure: In groups of six or less, focus attention on the lesson picture. Use the following questions:

1. What is happening in this picture?
2. Who is watching the children?
3. Why do they stand in line?
4. Who teaches them to stand in line?
5. Do teachers help you learn things such as which side of the hall to walk on? What other things?

As a supplementary activity mark the primary globe with chalk and have the children locate Japan. Ask:

1. How is Japan colored?
2. What color are Jonesboro and Georgia?
3. What does the blue mean?
4. Could we have taken our trip to Japan using just a car?
5. What is the name for a piece of land like Japan that has water all around it?

Using modeling clay, allow the children to sculpt their perceptions of Japan's shape. Upon completion of the model, place each on manilla paper, and have the children color code the ocean with blue crayons.

Lesson 18:

Objective: Given the picture Living in Japan, No. 1, the child will observe and state that the children learn from their parents to eat with chopsticks.

Materials: Living in Japan, No. 1 (Silver Burdett, 1966), rice, tea, chopsticks and bowl for each child

Procedure: In groups of six or less, focus attention on the lesson picture. Remind the children that they have been studying Japan. Use the following questions:

1. What is happening in this picture?
2. Do the Japanese eat in the same way you do?
3. How is it different? If the vocabulary is lacking, explain that chopsticks take the place of forks.
4. Is their table like yours?
5. Who teaches the boys and girls to eat with chopsticks?
6. Who teaches you to eat?

As a supplementary activity, prepare instant rice and tea. Serve in bowls on a low table using chopsticks. If chopsticks are not available, unsharpened pencils may be used as a substitute.

Lesson 19:

Objective: Listening to the story Taro and the Sea Turtles, the child will state that Taro learned about religion from his parents and priests.

Materials: Taro and the Sea Turtles, Dobrin, Arnold (New York, 1966), crayons, manilla paper

Procedure: Before the lesson read through the story pairing down length and unnecessary detail, but incorporating the whole story as illustrated in the pictures. Use the following questions:

1. Why did Taro want to cover the Statue of Buddha with gold leaf?
2. Who or what is Buddha? (Explain briefly that Buddha is a God that Taro worshipped.)
3. How did Taro learn to believe in Buddha?
4. How did you learn about God?

As a supplementary activity, provide the children with crayons and manilla paper to draw their conception of Taro's village. When the pictures are completed, conduct a mapping activity which incorporates the major elements of the story: houses, the sea, the temple. Conduct the map lesson on the floor, using group discussion to decide events and places which should be portrayed and the appropriate symbols. Allow the children to use materials such as small boxes, cans, or blocks to represent the village. Use paper as a symbol for water.

Lesson 20:

Objective: Given the picture Living in Japan, No. 4 the child will observe and state that Japanese children learn to say hello from their teachers and parents.

Materials: Living in Japan, No. 4 (Silver Burdett, 1966)

Procedure: In groups of six or less, focus the group's attention on the lesson picture. Use the following questions:

1. What is happening in this picture?
2. Who is the woman?
3. Why are the children bowing?
4. Who teaches the children to bow and say hello?
5. Who teaches you to say hello?

As a supplementary activity, teach the children one way of saying "hello" in Japanese. The word Kanechewa is a form of daytime greeting (KA-NE-CHE-WA). Teach the children the pronounciation, and combine with a bowing motion. When the children arrive in the morning, greet them with Kanechewa and require them to respond by bowing and saying, Kanechewa. Leave the picture on display where the children may examine it in their free time.

Lesson 21:

Objective: Given the picture Living in Japan, No. 10, the child will observe and state that Japanese children learn to enjoy the puppet shows from their teachers, parents, and peers.

Materials: Living in Japan, No. 10 (Silver Burdett, 1966), paper bags, string, scotch tape

Procedure: In groups of six or less, focus attention on the lesson picture. Explain that the hooded figures in the background operate the puppets with strings. Use the following questons:

1. Have you ever seen a puppet show?
2. Was it like the puppet show in this picture?
3. What do you think the story is about?
4. Who do you think is watching the puppet show?
5. How did the children learn to like a puppet show?

As a supplementary activity, allow the children to make puppets from small paper bags. Attach strings to the top of the bag to simulate the control exercised by the puppeteers in the lesson pictures. Have the children devise a story about what they have learned of Japan.

Upon completion of the presentation, remind the children that they flew to Japan and that it is now time to return. Simulate the return flight, landing in Jonesboro.

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